DOCUMENT RESUME

ED 160 816 CE 017 938

TITLE	Conducting Leadership Training Workshops.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	[77]
NOTE	21p.
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Community Programs; Elementary Secondary Education; Evaluation; *Leadership Training; Program Guides; *Program Planning; Regional Programs; School Involvement; *Student Leadership; *Workshops
IDENTIFIERS	New York

ABSTRACT

The purpose of this publication is to provide informational and organizational aid to students, teachers and administrators interested in developing and strengthening student leadership through local and regional student leadership training workshops. Divided into two major parts, the first part discusses the improvement of leadership training through (1) individual advisement on an informal basis, (2) leadership classes on a formal basis, (3) student attendance at statewide and national workshops, and (4) student attendance at local or regional leadership workshops. Suggestions of conferences and workshops to attend are provided. Part 2 outlines in three sections "The Secret of Success" in holding workshops: pre-workshop program planning, workshop content, and post-workshop planning. The pre-workshop program planning section involves goal setting, participation, invitations, staff, physical arrangements, and costs. The workshop content section provides a number of topic examples, such as student government, leadership skills, student activities, etc. The post-workshop program planning section is defined in terms of evaluation and followup. The appendix describes the Task Force on Student Affairs and the New York State Secondary Schools Student Organization. Sample agenda, evaluation forms, and bibliography are included. (CSS)

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CONDUCTING LEADERSHIP TRAINING WORKSHOPS

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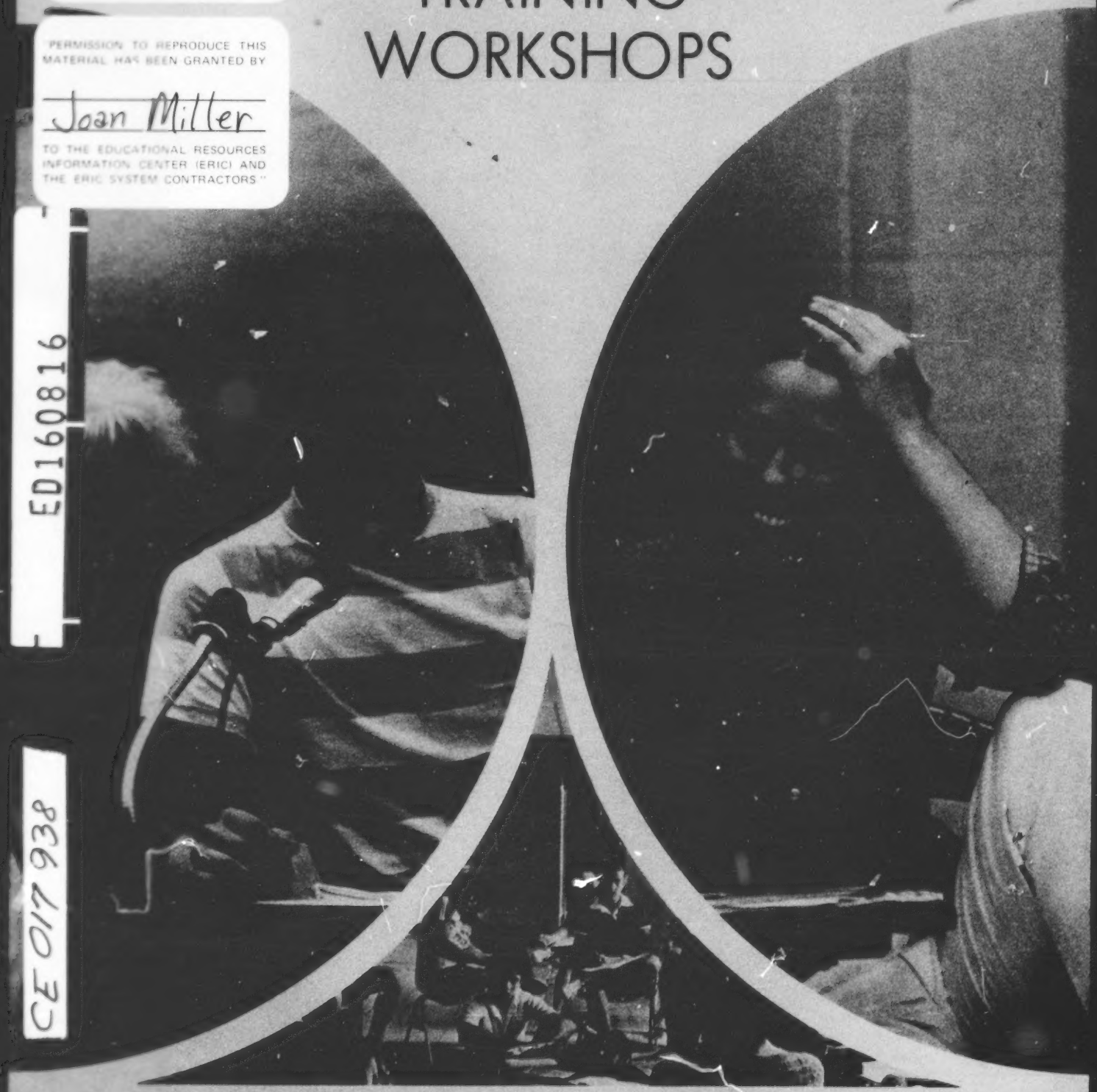

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INTRODUCTION

The purpose of this publication is to provide informational and organizational aid to students, teachers and administrators interested in developing and strengthening student leadership through local and regional student leadership training workshops. As you read through this booklet, questions may arise concerning specific aspects of a proposed workshop. The Student Affairs Task Force of the State Education Department can provide technical assistance and information to local school districts.[1] When requested, the Student Affairs Task Force may serve as consultants with the workshop planners and participate at your workshop as speakers or observers.

Conducting Leadership Training Workshops was initially planned by Ms. Janet E. Andre of the Student Affairs Task Force after successfully aiding more than twenty separate and distinct urban, rural and suburban school districts. No two school districts had the same monetary resources to fund these projects, but all of them were able to effectively develop, plan and implement successful workshops. This publication is built on the experiences of the twenty districts.

The bibliography contains a number of helpful articles, pamphlets and books, some of which are available free of charge through the Student Affairs Task Force. The free publications are denoted by an asterisk (*). In addition, valuable information may be gained by writing to the Office of Student Activities at the National Association of Secondary School Principals.[2]

David H. Goldenberg

Nancy J. Simons

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[1]Student Affairs Task Force, State Education Department, Room 235M-EB, Albany, New York 12234 (518) 474-3345.

[2]Office of Student Activities, National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22099.

CONDUCTING LEADERSHIP TRAINING WORKSHOPS

A commonly held value in our society is that leadership is important, even vital, to the successful functioning of community and nation. Leadership is needed in all segments of our society and at all levels. Teachers, foremen, government officials, managers, school board members all need leadership skills in order to do their jobs effectively. Knowledge and a variety of skills are needed by those individuals aspiring to become student leaders. Basic communication skills, decision-making skills, problem solving techniques, as well as knowledge in student rights and responsibilities, parliamentary procedure, and group process are but a few of the essential components necessary for effective student leadership.

The leadership skills and training discussed in this publication are all-inclusive and may be applied to a wide range of organizations and a broad spectrum of leadership positions. We advocate and support the inclusion of student leadership training workshops in church and community organizations as well as in the schools. Organizations such as: Young Life, B'nai B'rith, Christian Youth Organization, Boy Scouts, Girl Scouts and 4-H Clubs provide excellent opportunities to acquire leadership skills through workshops and practical experience.

In view of the importance of leadership skills to society, it has become apparent that schools are a logical resource in developing and strengthening methods aimed at teaching the skills of student leadership and providing opportunities for students to demonstrate and practice them. Although it is true that many individuals seem to possess natural leadership abilities, most people need training to recognize their talent for potential leadership. In this manner they can develop their abilities in a practical setting.

Many students, administrators and teachers who agree with the ideas stated above, might respond with the questions, "How may our school district improve the training we provide our potential student leaders? Where do we begin?" Students have addressed this problem in a variety of ways. The most common are:

- Individual Advisement - Many times teachers or administrators work on an informal basis with individual students who are in leadership positions in the school. They provide students with advice, counsel and information. For example, the president of the French Club may meet with the organization's advisor to review project proposals, discuss future plans, prepare an agenda, and/or work through concerns or problems affecting the club. This is a very personal type of leadership training which is supportive and encourages the student to assume the leadership responsibilities for his or her organization.

- Leadership Classes - This formal method of training in many ways can be an ideal situation. Leadership is taught to students in regularly scheduled classes. Students usually meet with a teacher on a daily basis, get credit for their work and are able to learn practical skills as well as theory. In addition to the academic course work the students may be required to actively participate in student government or other organizational activities. This requirement would insure that the students practice and refine the leadership skills that they are learning in class and provide them with the opportunity to apply them in practical situations.

  Among the drawbacks associated with this method are: meeting costs, especially in smaller schools which do not have many elective courses; identifying a qualified teacher in the school district; and convincing the school community that the leadership class is a needed priority.

  An excellent resource for information on leadership training class course content and planning a leadership class is: Developing a Student Leadership Class.[1] In her book, Sandy Young identifies high schools throughout the United States which are currently conducting leadership training classes. Included in the Appendix are sample curriculum proposals and semester schedules.

- Student Attendance at Statewide and National Workshops - For years many schools have sent students to statewide and national workshops and conferences. These experiences have generally been very positive and useful for those students in attendance. They meet with students from various regions of the state and country; gain new ideas and insights from their peers; and attend sessions conducted by trained professionals. The drawbacks of these types of conferences are: only a limited number

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[1] Young, Sandy. Developing a Student Leadership Class. (Office of Student Activities, National Association of Secondary School Principals, Reston, Virginia, 1977).

of students attend; the time frame is short; and there may be little or no follow-up in terms of providing an opportunity for students to practice what they have learned upon their return to their respective schools.[2]

- Local or Regional Leadership Workshop - This approach in leadership training seems to be growing steadily in New York State. Schools are sponsoring local leadership training workshops for their student leaders. Many are expanding into regional workshops that include students from the surrounding areas. These workshops work well because they can be run at little cost to a single school district; are attended by a large number of students; may include persons from all segments of the school community; and allow for localized follow-up, feedback and evaluation.

The ideas for training student leaders suggested in this publication have been field-tested. Many schools utilize more than one approach and may employ all four. Individual advisement, leadership classes and statewide and national workshops seem to have a significant amount of informational resources available, some of which are listed in the bibliography. Although local and regional student leadership training workshops have the smallest know. information base, nevertheless this method seems to be the fastest growing in New York State. It is our aim that this publication provide direction and help to stimulate more interest in this process.

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[2]Conferences and workshops students might attend are:

- New York State Secondary Schools Student Organization (NYSSSSO) Educational Workshop held at State University of New York at Albany each January.
- New York State Education Department's and NYSSSSO's Summer Leadership Training Institute held at Siena College, Loudonville, New York each August.
- National Association of Student Councils (NASC) convention held each June.
- NASC Leadership Training Center, Brandywine, Delaware held each summer.
- Hugh O'Brien Youth Foundation Leadership Seminar sponsored by the Jaycees.

THE SECRET OF SUCCESS

The truth of the matter is, there is no "secret" about making your leadership training workshop a success. All your resources are around you, but you need to be effective in program planning.

The first consideration when planning a student leadership training workshop is to establish a planning committee. The committee should consist of all members of the school community including students, faculty and administrators. The following aspects of program planning should be explored by the committee:

Pre-Workshop Program Planning

- Goal Setting
- Participation
- Invitations
- Staff
- Physical Arrangements
- Cost

Workshop Content

- Workshop Topics
- The Agenda

Post-Workshop Program Planning

- Evaluation
- Follow-up

PRE-WORKSHOP PROGRAM PLANNING

GOAL SETTING

When setting goals for a leadership training workshop, consider the following:

- The purpose of the workshop and what is to be accomplished; for instance, "Participants will gain expertise in conducting student government meetings and activities."
- The composition and various needs of workshop participants.
- The workshop participants' expectations. Solicit their input for concerns to be examined at the workshop.

PARTICIPATION

The leadership training workshop planning committee might want to:

- Include all school groups; students, faculty, staff and administrators wherever possible.
- Reach out to those in the community who could help: business leaders, ministers, artists, college professors, parents and others who may want to participate and could add to the program.
- Make a special effort to have student activities, government or class advisors attend. Plan a special session for them.
- Invite groups from other schools in the geographic area that can easily reach the sponsoring school and might have similar regional concerns.
- Present to participants, upon arrival, an agenda and helpful information for getting the most from their participation.

INVITATIONS

In preparation for a student leadership training program, consider the following:

- Send invitations to the principal, vice principal, guidance counselors and student leaders so that they are informed of the workshop and may participate.

- Send invitations at least one month in advance in order to avoid conflicts.

- Include in the initial invitations: (1) registration forms, (2) information on financial obligations, (3) a map to the school, (4) names and phone numbers of those individuals responsible for the workshop, and (5) an opportunity for participating schools to give suggestions for topics of discussion or even to hold a session at the workshop.

STAFF

Staffing considerations should include the following:

- Have a facilitator for each group discussion with adequate knowledge of the topics so that information and facts can be shared and the small groups do not break down into rap sessions. Group leaders may be students or adults.

- Recommend a strong keynote speaker, such as a well respected community member or government official, for the general session, who can help to set an appropriate tone for the entire workshop.

- Be sure that workshop leaders and facilitators have a clear understanding of their duties.

- Have the workshop administrators meet with the facilitators in advance to give assistance, discuss guidelines and answer questions.

PHYSICAL ARRANGEMENTS

Consideration of physical arrangements should include the following:

- Use of the school; the cafeteria, gym, library or auditorium for general sessions. Classrooms or resource center are best for small group sessions.

- Cooperate with a BOCES, local university or other community groups in using their facilities or resources.

- Plan for any necessary microphones, lecterns, chairs and equipment for speakers. Ask speakers what specific equipment and facilities they need and make a checklist of them.

- Order the necessary supplies. The following is a checklist of supplies commonly used at leadership workshops:

blackboards_____	chalk_____
tripods and paper_____	magic markers_____
overhead projector/ screen_____	transparencies and grease pen_____
scrap paper_____	pencils/pens_____
masking tape_____	staples/paper clips_____

- Set up janitorial services.[3]

COST

Consideration of costs should include the following:

- Determine the need for a small registration fee to be paid by each participant so that all expenses of the sponsoring school can be met. An explanation of what is included under the registration fee, for instance, a meal or snack, should be sent in the advance mailing.

- Collect the registration fees prior to the workshop to assure that all expenses will be covered by the participating schools or students. In this manner you will not take the chance of incurring a deficit and can plan accordingly.

- Careful accounting practices should be used with the help of an adult advisor.

- Organize a student exchange, if a two-day conference is planned, with students' families from the sponsoring schools housing visiting students. This can be economical as well as a learning experience for the students.

- Explore various possible sources of financial support for the workshop. Public or private agencies, universities and the state and local governments may be willing to provide direct monetary assistance or donate services to relieve some of the financial pressures you might incur.[4]

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[3]An excellent resource for information on organizing a workshop is: Workshops: Laboratories for Student Leaders, Keith E. Akins, National Association of Secondary School Principals, Reston, Virginia, 1974.

[4]For further information on minimizing the cost of a workshop see: "Meeting With People in Group Situations Without Getting Tired, Going Broke, or Losing Sight of Your Objectives," National Student Volunteer Program/Action. Rita Diehl, pg. 53-57, 1976.

WORKSHOP CONTENT

Student Leadership Workshops are generally built upon small group sessions. Aid participants to get acquainted and become familiar with the program and small group process through an orientation session ice breaker. Small group sessions surround topics that are either process or issue oriented. The purpose of a process-oriented session is to provide students with knowledge about a specific leadership process or skill, for instance, parliamentary procedure. An issue-oriented session centers around a loosely organized discussion on a current issue or concern, such as "Working Through the System."

The choice of topics should be made according to the needs of the participants. It is vital that there is an interest in the topic and a competent facilitator or leader for each group.

Listed below are examples of workshop topics, both process and issue oriented, that have been used successfully. Specific information on these topics can be found in the bibliography and can be obtained from the Student Affairs Task Force.

Student Government

- Student Government Structures
- Parliamentary Procedure
- Constitutions - Drafting and Revision
- Elections and Impeachment
- Student Government Projects and Programs
- National Association of Student Councils
- Alternative Forms of Student Government
- President's Meeting

Leadership Skills

- Goal Setting
- Problem Solving
- Decision Making
- Leader/Follower Roles
- Assertiveness Training

Student Activities

- Financing Student Activities
- Senior Year Programs
- Student Exchange Programs
- Student Assemblies
- Evaluation of Student Activities
- Orientation of New Students

Communications/Community Relations

Publicity and Public Relations
Responsible Journalism
Interpersonal Communications
School-Community Volunteer Programs
Current Local Issues

Student Roles

Student Rights and Responsibilities
Peer Counseling
New York State Secondary Schools Student Organization
Working Through the System
Student Representation on School Boards

Other Suggestions

Teacher Evaluation
Solutions to Vandalism
Smoking Policy

AGENDA

For an effective agenda, consider:

- The basic format for a workshop which could include general and small group sessions. Sample agendas from other workshops are helpful. Some examples are included in the Appendix of this publication.

- The schedule should allow for breaks and informal interaction during which time refreshments may be served and the participants given an opportunity to relax.

- Blocks of time should also be set aside for "fun" activities such as a movie, dance or sport.

POST-WORKSHOP PROGRAM PLANNING

EVALUATION

Evaluation is essential in the operation of a student leadership workshop for a number of reasons:

- Participants have an opportunity to provide feedback concerning their experience.
- Workshop planners have a clearer understanding of the various aspects of the workshops which were successful and unsuccessful.
- The workshop plans for the following year can be adapted with the help of evaluation feedback.

There are many evaluation formats. You will find an example of a sample evaluation form in the Appendix of this publication.

FOLLOW-UP

Follow-up can enable the workshop to have a long-range effect. Students who would like to plan a follow-up session or activity should:

- Share their experiences and knowledge with fellow students in their own school by conducting a leadership training workshop for their school's student government, organizations and/or leaders.
- Plan interest group sessions for participants during the school year.
- At the end of the workshop, have each participating student write a letter to himself/herself describing actions that he or she is planning to take as a result of the workshop. The letters should be collected by the sponsoring school and sent to each student about one month later. The students can then judge if they carried through on their personal commitments.

APPENDIX

TASK FORCE ON STUDENT AFFAIRS

The Student Affairs Task Force is composed of two members of the State Education Department's professional staff, charged with facilitating the exchange of views and information between secondary school students, the Commissioner of Education, the Board of Regents, Legislative Commissions and the Education Department staff. The Task Force helps to keep various Department units informed of educational issues from the student perspective. Increasingly, the Student Affairs Task Force is involved in advising students and administrators throughout the State on constructive means of student participation in the planning and governing of educational programs.

If your school is interested in sponsoring a Student Leadership Training Workshop, the Student Affairs Task Force will, upon your request:

- Serve as a clearinghouse for information concerning Student Leadership Workshops statewide.
- Send your school a packet of information that will aid in the planning and execution of a workshop.
- Assist your school in program planning.
- If ample notice is given and travel approved by the State Education Department, a member of the Task Force will come to your workshop and conduct a session on "Student Rights and Responsibilities" or "Student Involvement in Education."

NEW YORK STATE SECONDARY SCHOOLS STUDENT ORGANIZATION

The major purposes of New York State Secondary Schools Student Organization (NYSSSSO) are: to represent the student view statewide to the State Education Department, the Executive and Legislative Branches of State Government, and the public; to provide its members with an opportunity to exchange ideas and share common concerns and; to aid its members in attaining leadership goals. The group works toward these goals through its newsletter (NYSSSSO Now), an annual Educational Workshop and regional leadership workshops. The New York State Secondary Schools Student Organization provides student input to the State Education Department concerning the concepts and the materials contained in NYSSSSO Now. NYSSSSO is also willing, when requested, to send a representative to any regional leadership workshop to discuss with the participants student involvement on the statewide level.

AN EXAMPLE

Leisureville High School
Regional Leadership Workshop
October 7-8, 1977

A G E N D A

October 7, 1977

8:30 - 9:30	Registration
9:30 - 10:00	Orientation and Welcome
10:15 - 11:00	Small Group Session I - Publicity and Public Relations Student Rights and Responsibilities Parliamentary Procedure
11:15 - 12:00	Panel Discussion "The Role of Student Government"
12:15 - 1:15	Lunch
1:30 - 2:15	General Session Keynote Speaker "Leadership: A Gift and A Talent"
2:30 - 3:15	Small Group Session II - Student Government Structures Student Representation on School Boards Financing Student Activities
3:30 - 4:15	Small Group Session III - Goal Setting Interpersonal Communications Evaluation of Student Activities
4:30 - 6:00	Recreation Break
6:30 - 7:30	Dinner
8:00 - 11:00	Dance

October 8, 1977

9:00 - 9:30	Announcements and Energizer
9:45 - 10:30	Small Group Session IV - President's Meeting Problem Solving Solutions to Vandalism
10:45 - 11:45	Meeting for Regional Organization
12:00 - 1:00	Lunch
1:15 - 2:00	Speaker - Statewide and National Involvement
2:15 - 2:45	Evaluation and Wrap-Up
3:00	Leave for Home

PLEASE NOTE: This sample schedule was employed by a school sponsoring a two-day workshop including a student exchange in which students from visiting schools were lodged with families from the sponsoring school. This agenda could easily be cut down for a workshop of one or three-quarters day. A completed agenda would also contain specifics as to the location of the sessions and the names of workshop leaders and speakers.

Leisureville High School
Regional Leadership Workshop
October 7-8, 1977

EVALUATION

Please answer the following questions as openly and completely as possible. Rank each of the following by circling the appropriate number according to the following key: 5-excellent, 4-good, 3-fair, 2-poor, and 1-unacceptable.

	Low				High
Orientation	1	2	3	4	5
Keynote Speaker	1	2	3	4	5
General Sessions	1	2	3	4	5
Small Group Sessions	1	2	3	4	5
Physical Arrangements	1	2	3	4	5

The best thing about this workshop was: _____

_____

The worst thing about this workshop was: _____

_____

The next time the workshop should include: _____

_____

Additional comments:

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